I A F C

Officer

Development

Handbook

In pursuit of the
planned, progressive life-long process of
education, training, self-development and experience.

Final Draft

Table of Contents

Officer Development Handbook

"Professional Development is the planned, progressive life-long process of education, training, self-development and experience."

— I A F C —

Introduction

Congratulations on your interest in professional development and the path toward a leadership role in Fire and Emergency Services. We enjoy a common bond as members of this distinguished profession. We (the current leadership) are, therefore, very interested in and committed to your development as a fire service leader.

We understand that professional development is a journey, not a destination. We encourage you to join with us on this journey — a never-ending journey — of professional development.

The following pages offer information that will enable you to plan a systematic program of development for your professional service career. This Handbook is designed to present the recommendations of the International Association of Fire Chiefs. Please be sure to learn and incorporate the specific requirements set forth by your agency, which are your agency's requisites for career advancement.

No person is able to stop or stand still in this process. You are moving forward — developing, growing and improving — or you are slipping backward. Just as the muscles of the human body soon atrophy if not used, so will your leadership skills if you do not have a plan to "exercise" them.

We note that this edition of the Handbook is a "work in progress." This initial publication is focused upon the preparatory steps for moving into officer positions. In the context of a "life-long process," we plan in a subsequent edition to address the on-going development needs of those who have achieved officer status.

History

The need for professional development, especially for fire service officers, is not a new issue. At least as early as 1966, this issue drew international attention as a key component of the report from the first *Wingspread Conference — Statements of National Significance to the Fire Problem in the United States*. This Conference convened top fire service leaders on four occasions at ten-year intervals. Each Conference continued to emphasize the need for the development of effective leadership.

In the Foreword to the initial report, the Committee notes that all too often "success is largely dependent upon the caliber of leadership of the individual fire chiefs, and there is no assurance that this progress will continue…when there is a change of leadership…"[1]

Further, *Statement # 9* of the Report reads, "*The career of the fire executive must be systematic and deliberate.*"[2] This statement goes on to point out the ineffective fire service practice of promoting personnel into higher ranks and then attempting to train or educate them. This practice of on-the-job training, rather than systematic skills building and preparation, is in direct contrast to the methodologies employed by virtually any other profession.

And what has happened in the interim?

- Wingspread II – 1976; Statement 6

  "A means of deliberate and systematic development of all fire service personnel through the executive level is still needed. There is an educational void near the top."

- Wingspread III – 1986; Statement 3

  "Professional development in the fire service has made significant strides, but improvement is still needed."

- Wingspread IV – 1996; Statement 7 and 9

  "Leadership: To move successfully into the future, the fire service needs leaders capable of developing and managing their organizations in dramatically changed environments."

  "Training and Education: Fire service managers must increase their professional standing in order to remain credible to community policy makers and the public. This professionalism should be grounded firmly in an integrated system of nationally recognized and/or certified education and training."

---

[1] Wingspread Conference on Fire Service Administration, Education and Research; The Johnson Foundation, Racine, Wisconsin; 1966; page 5.

[2] Wingspread Conference on Fire Service Administration, Education and Research; The Johnson Foundation, Racine, Wisconsin; 1966; page 13.

Have we made progress? We certainly have. However, much remains to be accomplished. The challenge before us asks what will be written about this issue as the result of Wingspread V? The need is certain and your involvement and action is imperative. With a thoughtful professional development plan and your commitment, we can make a difference now and for the future.

Motivation

We encourage prospective officers to give careful consideration to their motivation for seeking advancement. Do you want to have a greater influence on your work environment? Do you have an interest in the challenges of leadership? Do you value status within the organization? Are you interested in higher levels of compensation? Do you have a personal commitment to public service?

All these possibilities and more are available to you through professional development and advancement. They do not, however, come without significant investment of your time, energy and money. We challenge you to carefully consider your interests in this pursuit and ensure that, in your assessment, the returns will meet those interests.

Each step or progression in rank comes with added challenges and complexity. You must be aware of this fact and ready to deal with it. You may and should discuss this issue with incumbent officers, but also recognize that each person's experience is unique. Knowing what you want and need in your work and career is vital. Remember the oft-quoted axiom from _Don Quixote_, "Make it thy business to know thyself, which is the most difficult lesson in the world."

Mentorship

This Handbook would not be complete without at least an acknowledgement of the importance of identifying and engaging a mentor. A successful mentor guides and coaches you through your development experience and growth. The good mentor does not tell you what to do but rather gives you options, challenges you to see the "big picture," encourages, identifies areas for improvement and helps you refine your skills.

It is quite likely that, over the course of time, you may have several people who, at different times and in different ways, serve as mentors. These are people who have "been there…done that" and are willing to share their experience(s). With those resources available, you can draw upon their wisdom and experience to shape your own skills and style as a leader. One may be with you for a relatively short time and another for many years.

And finally, remember that those who will follow you are in need of this same support. Be ready to invest when the opportunity presents itself. The mentor can benefit as much from the relationship as the protégé.

Mapping

Our definition…

> "Professional Development is the planned, progressive life-long process of education, training, self-development and experience."

…contains four distinct elements. This Handbook is organized according to those four elements

- Education
- Training
- Experience
- Self-development

The first two elements are especially critical and merit special attention. They form the basis of a nationally recognized model for fire service professional development.
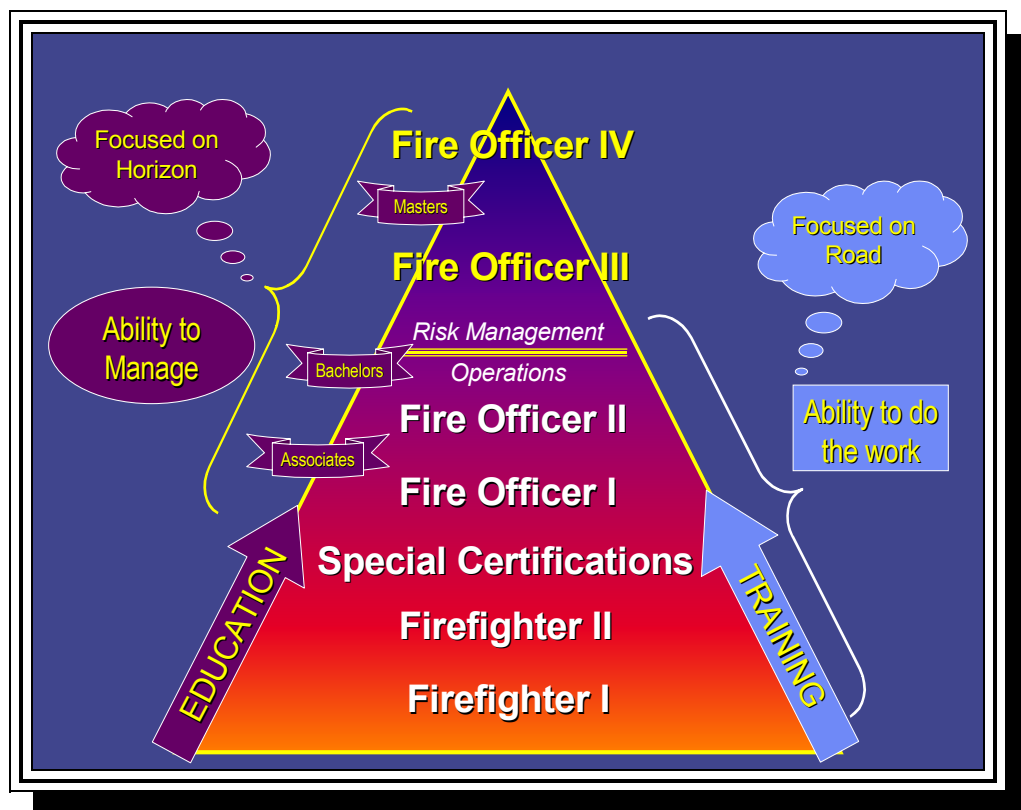
This model clearly illustrates the importance of both *Education* and *Training*. It also reflects the fact that emergency response training activities are more prevalent during the initial career years, while organizational skills grow from a shift to an education emphasis.

Measuring

Much of a journey's success is measured by progress along the way. These measurements are the means whereby we gauge our success and appreciate what remains ahead of us. The journey of professional development is no different.

In this context, we measure progress through credentials. These credentials may come in the form of certifications, designations, academic degrees, diplomas, licenses, certificates, transcripts, and continuing education units (CEU's). This Handbook focuses primarily upon fire service certification(s), Chief Fire Officer Designation, and academic transcripts. You should clearly understand that your objective is not the credential but rather the knowledge, skill, or ability to which the credential attests. The credential documents your achievements and is, therefore, an essential component.

Certifications are typically granted through a national/international certifying body such as the *International Fire Service Accreditation Congress* (IFSAC) or the *National Board on Fire Service Professional Qualifications* (NBFSPQ). Subsequent to recognized training, you will be tested in the areas of knowledge and/or skills by agents of the certifying body. If successful, you will be granted "certification" for the appropriate level of professional achievement. These certifications begin with the entry-level firefighter and progress into the fire officer levels.

As you progress beyond the Managing Fire Officer level, the nature of the work and the career preparation becomes more subjective. In response to the unique nature of this work, *Chief Fire Officer Designation* (CFOD) has emerged as an effective credential for those at the Administrative Fire Officer and Executive Fire Officer levels. CFOD is a relative newcomer to this process and is the result of many years of work by IAFC leaders to recognize qualified chief officers.

The *Commission on Chief Fire Officer Designation* and its parent organization, the *Commission on Fire Accreditation International*, guide this process. This process employs a "portfolio" approach, whereby the aspiring chief officer can plan, track, and present those professional development accomplishments for peer assessment.

Academic progress is measured through the use of transcripts, which are formal records of a student's performance and are maintained by the institutions of learning. Upon successful completion of recommended or required coursework, the college or university grants "credit" for the accomplishment and enters that on the individual's transcript. As the student completes a prescribed block of education, the granting of academic degrees further recognizes that accomplishment; e.g., baccalaureate degree, master's degree, and doctoral degree.

As the options for pursuing education have expanded dramatically over the past decade, it is even more important to explore the qualifications of the college or

university where you consider earning a degree. One of the most important considerations is accreditation by a recognized accrediting organization.

In order to assure a basic level of quality in education, the practice of accreditation arose as a means of conducting non-governmental, peer evaluation of educational institutions and programs. There are two basic types of educational accreditation. One, identified as "institutional" accreditation, normally applies to an entire college or university. The other, identified as "programmatic" accreditation, only applies to programs, departments or schools that are a part of the institution. Accreditation does not provide automatic acceptance by one institution of credit earned at another institution, nor does it guarantee acceptance by an employer. However, it is often the first question others will ask when reviewing your educational qualifications.

While the government does not accredit educational institutions and/or programs, the Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities. There are also 'accrediting organizations' that the Secretary does not consider as reliable – these organizations do not assure the quality of education the accreditation process is intended to provide.

Further information about accreditation of educational institutions, and for a list of nationally recognized accrediting agencies, visit the Department of Education's website at http://www.ed.gov.

> We want our officers to have the knowledge and skills necessary to be successful in supervisory, management, administrative, and executive positions.

This "key statement" is given special emphasis so that Handbook users will understand that professional development is not solely about "certifications" and "degrees." These benchmarks are useful in documenting achievements in training and education. As such, they may be predictors of the likelihood that the recipient possesses the requisite knowledge and skills. The content of the learning experience is, however, of greater import.

For example, a given college degree may be from a fully accredited higher education institution but the coursework may lack one or more subject areas essential to success as an officer/leader in your agency. Therefore, this Handbook focuses on key elements and targeted learning outcomes. The contents are, however, arranged and organized consistent with typical certification and degree programs.

Fire service technical certifications are based primarily upon *NFPA* Professional Qualification Standards (1000 series) with the balance based upon other key national standards. Chief Fire Officer Designation, by comparison, is based upon a blend of technical competencies, college education, leadership experience, and job-related activities.

The educational requirements are consistent with those published through the National Fire Academy by the *Fire and Emergency Services Higher Education Conference* in their *Model Fire Science Curriculum*. The completion of all stipulated higher education course work should enable the student to qualify for the commensurate academic degree(s).

The third element, *Experience*, should be self-evident. It is tied to those work experiences that are important to fostering the mastery of basic skills, including communication skills, and instilling self-confidence in the officer's ability to assess situations and improve them.

The final element, *Self Development*, is more subjective. It deals with your awareness, personal attributes and attitudes, which are individually developed and refined. It results from how you have grown, matured and evolved over time. It depends upon your physical, mental and emotional health and is typically driven by your values. The expectations listed here are based upon key indicators, activities and experiences that your self-development is at a place where you are prepared to assume the challenges of supervision and leadership. You are encouraged to foster your development in this area through seminars, self-study, being mentored and similar experiences.

Maintaining

The initial achievements of training, education, and experience are vital and occupy much of this Handbook's attention. We also recognize that, in the spirit of our definition of professional development, the process is life-long. Therefore, the initial achievement is not sufficient to meet the challenges of our profession. We must also have a system in place to enable each of us to maintain our knowledge, skills, and abilities.

Currently, Fire and Emergency Services professionals make use of professional associations, conferences, seminars, workshops, and similar offerings to meet their individual needs. We have yet to define a consensus plan or structure to meet this important need. This edition of the IAFC Officer Development Handbook is being published before that work effort is completed. For now, suffice it to say that there is much more to come on this subject.

Conclusion

Regardless of your current career progress, we encourage you to incorporate systematic and deliberate professional development in your fire and emergency services career. Whether your involvement is through full time employment or volunteer service, the challenges of today's fire service demand your commitment to training, education, experience and self-development.

We offer this important reminder…your professional development is a journey, not a destination. Remember…

Patience, persistence and perspiration make an unbeatable combination for success.

- Napoleon Hill

There are no secrets to success. Don't waste your time looking for them. Success is the result of perfection, hard work, learning from failure, loyalty to those for whom you work, and persistence.

- Colin Powell

You've achieved success in your field when you don't know whether what you're doing is work or play.

- James Beatty

Format

In each of the following four sections of this Handbook, you will find a consistent format for the presentation of our recommendations.

Each section begins with an overview of the corresponding *NFPA 1021 – Standard for Fire Officer Professional Qualifications* as promulgated by the *NFPA*. Each of this Standard's four levels (Level I through Level IV) corresponds to the four levels of officer development set forth in this Handbook. NFPA 1021 constitutes the *minimum* standard for successful performance and is summarized in each Handbook section for your reference.

Throughout your professional development planning, we also encourage you to develop a working knowledge of the *Chief Fire Officer Designation* (CFOD) process, which is administered through the *Commission on Fire Accreditation International*. As you progress into the levels of Administrative Fire Officer and Executive Fire Officer, the CFOD process is recommended to effectively credential your knowledge and skills.

Following the summarization of the Standard, you will find the following elements for each officer level:

- Training
- Experience
- Self-development
- Education

This information constitutes our recommendations for those professional development experiences, which we believe will have the greatest potential to develop the requisite knowledge and skills for success as a fire officer.

Officer Development Handbook

In Preparation For Service As A

SUPERVISING
FIRE OFFICER

In pursuit of the
planned, progressive life-long process of
education, training, self-development and experience.

The *NFPA* promulgates minimum fire officer professional qualification standards for use in certification through an independent examination process. The applicable standards from NFPA 1021, for each of the four officer development levels, are included here for reference. We recommend that you include them in your professional development planning process but stress the fact that they comprise a portion of the total development process.

For the *Supervising Fire Officer*, we refer you to:

NFPA Fire Officer I Standards

Component	Content
General	Firefighter II
General Knowledge	Organizational structure; procedures; operations; budget; records; codes and ordinances; IMS; social, political, and cultural factors; supervisory methods; labor agreements.
General Skills	Verbal and written communication; report writing; incident management system.
Human Resource Management	Use human resources to accomplish assignments safely during emergency, nonemergency, and training work periods; recommend action for member problems; apply policies and procedures; coordinate the completion of tasks and projects.
Community & Government Relations	Deal with public inquiries and concerns according to policy and procedure.
Administration	Implement departmental policy and procedure at the unit level; complete assigned reports, logs, and files.
Inspection & Investigation	Determine preliminary fire cause; secure a scene; preserve evidence.
Emergency Service Delivery	Conduct preincident planning; develop incident action plans; implement resource deployment; implement emergency incident scene supervision.
Health & Safety	Integrate health and safety plans, policies, and procedures into daily unit work activities; conduct initial accident investigations.

With these standards in mind, we next present the essential training, education, experience, and self-development elements, which are designed to prepare you for service as a *Supervising Fire Officer*.

Supervising Fire Officer.............................Training

Element	Note
Firefighter I	NFPA 1001; Firefighter I
Firefighter II	NFPA 1001; Firefighter II
Fire Officer I	NFPA 1021; Fire Officer I
Incident Safety Officer	NFPA 1521
IMS	NIIMS
Instructor I	NFPA 1041 or equivalent
Inspector I	NFPA 1031 or equivalent
Emergency Medical Services	Per state/local requirements
Valid Driver's License + related endorsements	Per state/local requirements
HazMat; Operations Level	NFPA 472

Supervising Fire Officer.......................... Education

The following studies are to be undertaken through an accredited institution of higher education.

SFO–01   Outcome

DISCIPLINE: Communications

Ability to write detailed prose.	LEVEL: 100
	SUGGESTED: English Composition

SFO–02   Outcome

DISCIPLINE: Communications

Understanding and using basic interpersonal, group and public communication skills.	LEVEL: 100
	SUGGESTED: Public Speaking

SFO–03   Outcome

DISCIPLINE: Communications

Ability to write accurate and clear letters, memos, technical reports and business communications.	LEVEL: 100
	SUGGESTED: Business Communications

SFO–04   Outcome

DISCIPLINE: Science

Understanding about ecosystem construction and destruction, energy production and use and waste generation and disposal.	LEVEL: 100
	SUGGESTED: Biology

SFO–05   Outcome

DISCIPLINE: Science

Understanding basic principles of general chemistry including the metric system theory and structure.	LEVEL: 100
	SUGGESTED: Chemistry

SFO–06   Outcome

DISCIPLINE: Social Science

Understanding basic principles of areas of psychology: physiology, cognition, motivation, learning, intelligence, personality, and mental health.	LEVEL: 100
	SUGGESTED: Psychology

S F O – 0 7   O u t c o m e   **DISCIPLINE: Social Science**

| Understanding basic principles of social groups, forces, structures, processes, institutions, and events. | LEVEL: 100 |
| | SUGGESTED: Sociology |

S F O – 0 8   O u t c o m e   **DISCIPLINE: Quantitative (Math)**

| Understanding and using the basics of mathematical models; elementary concepts of probability and simulation; emphasis on business applications. | LEVEL: 100 / 200 |
| | SUGGESTED: Intro to Finite Math; Algebra |

S F O – 0 9   O u t c o m e   **DISCIPLINE: Technology (Computer)**

| Understanding basic principles of information technology and business computer systems for effective daily use. | LEVEL: 100 |
| | SUGGESTED: Business Computer Systems |

S F O – 1 0   O u t c o m e   **DISCIPLINE: Health & Wellness**

| Understanding and implementing the basic principles of health, fitness and wellness. | LEVEL: 100 |
| | SUGGESTED: Health / Wellness |

S F O – 1 1   O u t c o m e   **DISCIPLINE: Political Science**

| Understanding basic concepts of government at the federal, state and local levels. | LEVEL: 100 |
| | SUGGESTED: American Government |

S F O – 1 2   O u t c o m e   **DISCIPLINE: Business**

| Understanding functional areas of human resource management and laws; job analysis, testing; performing interviewing, selection, training, and performance evaluation. | LEVEL: 200 |
| | SUGGESTED: Human Resource Management |

S F O – 1 3   O u t c o m e   **DISCIPLINE: Fire Science**

| Understanding basic theories and fundamentals of how and why fires start, spread, and are controlled. | LEVEL: 100 |
| | SUGGESTED: Fire Behavior & Combustion |

S F O − 1 4   O u t c o m e **DISCIPLINE: Fire Science**

| Understanding the components of building construction related to fire and life safety; including inspections, preincident planning, and emergency operations. | LEVEL: 100 |
| | SUGGESTED: Building Construction |

S F O − 1 5   O u t c o m e **DISCIPLINE: Administration**

| Understanding and performing basic responsibilities of company officers including supervision, delegation, problem solving, decision-making, communications and leadership. | LEVEL: 200 |
| | SUGGESTED: Fire Administration I |

Supervising Fire Officer............................Experience

Element	Application
Agency Operations	Qualified Responder 3–5 years
Coaching	Peer coaching; e.g., recruits and other organizational workgroups Small group leadership; sports teams, youth clubs, etc.
Directing Resources	Acting officer 200 hours Include emergency response and non-emergency activities
Incident Management	Function as the supervisor of a single resource unit
Planning	Participate in a planning process
Instruction	Develop and deliver training classes
Human Resource Management	Develop teamwork skills
Financial Resource Management	Participate in or contribute to a station, project, or small program budget
Project Management	Participate in an organizational work project
Interagency	N/A
Emergency Management	Participate in Mass Casualty training, exercises and incidents
Community Involvement	Interact with homeowners associations, service clubs, etc.
Professional Associations	Network with others in the service; involvement in local, state and/or regional professional association(s); e.g., instructors, EMS, inspectors, investigators, safety officers

Supervising Fire Officer .... Self-Development

Element	Application
Health / Fitness	On-going Health & Wellness Program
Physical Ability	Maintain according to job requirements
Career Mapping	Personal & Professional Inventory; identify personal traits, strengths and areas for development
Communication	Written & oral communication; listening; giving/receiving constructive feedback
Interpersonal Dynamics/Skills	Customer Service Skills; Teamwork; Conflict Resolution
Diversity	Understanding the value/importance of organizational and community diversity
Ethics	Understand, demonstrate and promote ethical behavior for the individual
Legal Issues	Understanding the value/importance of law in its application to the organizational work unit
Technology	Awareness of the importance and value of technology in the work unit Develop/maintain skills to use technology in the work unit
Local and/or Contemporary Hazards/Issues	Develop a current awareness and understanding of unique local hazards and emerging issues

Officer Development Handbook

In Preparation For Service As A

MANAGING
FIRE OFFICER

In pursuit of the
planned, progressive life-long process of
education, training, self-development and experience.

The *NFPA* promulgates minimum fire officer professional qualification standards for use in certification through an independent examination process. The applicable standards from NFPA 1021, for each of the four officer development levels, are included here for reference. We recommend that you include them in your professional development planning process but stress the fact that they comprise a portion of the total development process.

For the *Managing Fire Officer*, we refer you to:

NFPA Fire Officer II Standards

Component	Content
General	Fire Officer I and Instructor I
General Knowledge	Organization of local government; legislative processes; functions of related divisions, bureaus, agencies and organizations.
General Skills	Intergovernmental and interagency cooperation
Human Resource Management	Evaluate member performance; maximize performance and / or correct unacceptable performance; complete formal performance appraisal process.
Community & Government Relations	Deliver public fire and life safety educational programs.
Administration	Prepare budget requests; news releases; recommended policy changes; basic analytical reports.
Inspection & Investigation	Conduct hazard inspections; documentation of violations; fire investigations to determine origin and preliminary cause.
Emergency Service Delivery	Supervise multi-company emergency incident operations; hazardous materials responses.
Health & Safety	Review injury, accident, and exposure reports; identify unsafe work environments or behaviors; initiate action to correct the problem.

With these standards in mind, we next present the essential training, education, experience, and self-development elements, which are designed to prepare you for service as a *Managing Fire Officer*.

Managing Fire Officer .... Training

Element	Note
Fire Officer II	NFPA 1021
Multi-Company Incident Management	MCTO & MCI
Public Information Officer	Media Relations
Fire Investigator I	NFPA 1033 or equivalent
Public Educator I	NFPA 1035 or equivalent
Leadership Development Series	National Fire Academy

Managing Fire Officer .... Education

In addition to the elements for Supervising Fire Officer, the following additional studies are to be undertaken through an accredited institution of higher education.

MFO–01   **Outcome**   **DISCIPLINE:** **Quantitative (Math)**

| Understanding and using statistical data for basic descriptive measures, statistical inference and forecasting. | LEVEL: 100 |
| | SUGGESTED: Intro to Statistics |

MFO–02   **Outcome**   **DISCIPLINE:** **Communications**

| Understanding and practicing basic interpersonal communication skills; including perception, listening, and conflict resolution. | LEVEL: 200 |
| | SUGGESTED: Interpersonal Communication |

MFO–03   **Outcome**   **DISCIPLINE:** **Humanities**

| Understanding American political philosophy, social justice, and systems of American politics. | LEVEL: 100 |
| | SUGGESTED: Philosophy |

MFO–04   **Outcome**   **DISCIPLINE:** **Humanities**

| Understanding and using basic methods for critical analysis of arguments; including inductive and statistical inference, scientific reasoning, and argument structure. | LEVEL: 100 |
| | SUGGESTED: Critical Reasoning |

MFO–05   **Outcome**   **DISCIPLINE:** **Humanities**

| Understanding ethical issues; including whistle blowing, discrimination, social responsibility, honesty in the workplace, and setting appropriate workplace standards. | LEVEL: 200 |
| | SUGGESTED: Professional Ethics |

MFO–06   **Outcome**   **DISCIPLINE:** **Communications**

| Understanding and demonstrating analysis, research, problem solving, organization, and expression of ideas in typical staff reports. | LEVEL: 200 |
| | SUGGESTED: Professional Report Writing |

MFO–07   Outcome   **DISCIPLINE: Business**

| Understanding accounting information as part of the control, planning, and decision-making processes. | LEVEL: 200 |
| | SUGGESTED: Accounting Analysis |

MFO–08   Outcome   **DISCIPLINE: Management**

| Understanding basic principles of organization and management as applied to fire service agencies; apply theories to management problems. | LEVEL: 200 |
| | SUGGESTED: Fire Service Management |

MFO–09   Outcome   **DISCIPLINE: Law**

| Understanding the basic legal system structures and content as they affect local government and employers. | LEVEL: 100 |
| | SUGGESTED: Introduction to Law |

MFO–10   Outcome   **DISCIPLINE: Management**

| Understanding and using the principles and techniques for effective project planning. | LEVEL: 100 |
| | SUGGESTED: Intro to Planning |

MFO–11   Outcome   **DISCIPLINE: Fire Science**

| Understanding the basic philosophy, organization, and operation of fire and injury prevention programs. | LEVEL: 100 |
| | SUGGESTED: Prevention and Education |

MFO–12   Outcome   **DISCIPLINE: Fire Science**

| Understanding the basic design and operation of fire detection, alarm, and suppression systems. | LEVEL: 100 |
| | SUGGESTED: Fire Protection Systems |

MFO–13   Outcome   **DISCIPLINE: Fire Science**

| Understanding the theory and principles for the use of water in fire suppression activities; includes hydraulic principles. | LEVEL: 100 |
| | SUGGESTED: Fire Protection Hydraulics |

Element	Application
Agency Operations	Qualified SFO 2–4 years
Coaching/Counseling	Provide coaching/counseling to new members Involvement in Critical Incident Stress Management
Directing Resources	Acting officer for multi-company operations Include emergency response and non-emergency activities
Incident Management	Function as the supervisor or an aide to the Incident Commander of a multi-company operation
Planning	Develop, implement or manage a planning process
Instruction	Develop/implement company training plan
Human Resource Management	Participate in human resource functions involving individuals; e.g., performance appraisal, accountability and discipline, as well as group dynamics; e.g., facilitation, conflict resolution, diversity and staffing
Financial Resource Management	Manage a station, project, or small program budget
Program/Project Management	Be responsible for the planning, budgeting, implementation, management and/or reporting on a significant project or program
Interagency	Participate in an interagency committee, team or work effort
Emergency Management	Participate in the development and/or updating of local emergency management plans
Community Involvement	Participate in non fire service groups; e.g., charitable organizations, youth clubs, service clubs, sports teams, etc.
Professional Associations	Involvement in local and state professional association(s)

Element	Application
Health / Fitness	On-going Health & Wellness Program
Physical Ability	Maintain according to job requirements
Career Mapping	Explore career areas of special interest; seek a mentor
Communication	Speaking before small groups
Interpersonal Dynamics/Skills	Group facilitation; Coaching/Counseling
Diversity	Embrace organizational and community diversity
Ethics	Understand, demonstrate and promote ethical behavior for the team
Legal Issues	Understanding the value/importance of law in its application to organizational programs
Technology	Develop/maintain skills to manage the use of technology in the work unit Develop/maintain skills to use technology appropriate to work responsibilities
Local and/or Contemporary Hazards/Issues	Develop and communicate a current awareness and understanding of unique local hazards and emerging issues

Officer Development Handbook

In Preparation For Service As An

ADMINISTRATIVE FIRE OFFICER

In pursuit of the
planned, progressive life-long process of
education, training, self-development and experience.

The *NFPA* promulgates minimum fire officer professional qualification standards for use in certification through an independent examination process. The applicable standards from NFPA 1021, for each of the four officer development levels, are included here for reference. We recommend that you include them in your professional development planning process but stress the fact that they comprise a portion of the total development process.

For the *Administrative Fire Officer*, we refer you to:

NFPA Fire Officer III Standards

Component	Content
General	Fire Officer II and Instructor II
General Knowledge	National and international trends related to fire service organization, management, and administrative principles; public and private organizations that support the fire service.
General Skills	Evaluative methods; analytical methods; verbal and written communication; influence members.
Human Resource Management	Establish procedures for hiring, training, assigning, and promoting members; promote professional development of members.
Community & Government Relations	Develop programs to improve and expand services; build partnerships with the public to provide increased safety and quality of life.
Administration	Prepare and manage a budget; acquire resources through a proper competitive bidding process; direct the operation of an agency records management system; analyze and interpret records and data; develop a resource deployment plan.
Inspection & Investigation	Evaluate inspection programs and code requirements as to their effectiveness in ensuring the protection of life and property; evaluate Preincident plans.
Emergency Service Delivery	Manage multi-agency planning, response, deployment, and operations.
Health & Safety	Develop, manage, and evaluate a departmental health and safety program; develop a measurable accident and injury prevention program.

With these standards in mind, we next present the essential training, education, experience, and self-development elements, which are designed to prepare you for service as an *Administrative Fire Officer*.

Administrative Fire Officer .... Training

Element	Note
Fire Officer III	NFPA 1021
Strategic Planning; Deployment Planning	
Research and Technical Reporting	
IT Applications; Data Base Management	
Negotiation; Mediation; Facilitation	"Getting To Yes"
Interjurisdictional Incident Management	
Leading Change	National Fire Academy

Administrative Fire Officer .... Education

In addition to the elements for Managing Fire Officer, the following additional studies are to be undertaken through an accredited institution of higher education commensurate with a Baccalaureate degree.

AFO–01   Outcome   **DISCIPLINE: Business**

Understanding basic concepts of economic thinking; basic understanding of the complex economic problems in modern society.	LEVEL: 100/200
	SUGGESTED: Intro to Economics

AFO–02   Outcome   **DISCIPLINE: Management**

Understand the field of management including planning, motivation, group dynamics, decision-making, organizing, and group organizational change.	LEVEL: 300
	SUGGESTED: Principles of Management

AFO–03   Outcome   **DISCIPLINE: Management**

Basic concepts of management and decision-making in a political environment; how these concepts relate to practical problems faced by public administrators	LEVEL: 300
	SUGGESTED: Management in the Public Sector

AFO–04   Outcome   **DISCIPLINE: Humanities**

Understand the historical examples of leadership throughout history from medieval times to present day.	LEVEL: 300
	SUGGESTED: Leadership

AFO–05   Outcome   **DISCIPLINE: Management**

Understand the theory and practice of personnel administration and human resource management, including recruiting, selection, compensation, performance appraisal, training, and labor-relations.	LEVEL: 300
	SUGGESTED: Human Resource Management

AFO–06   Outcome   **DISCIPLINE: Management**

Understand the factors that shape risk and the strategies for fire and injury prevention; including risk reduction, education, enforcement, investigation, research, and planning.	LEVEL: 300
	SUGGESTED: Risk Management

AFO–07   Outcome   **DISCIPLINE: Administration**

Understand and implement an organization and its management in the fire service; organizational structures, resources; finance; planning.	LEVEL: 300 SUGGESTED: Advanced Fire Administration

AFO–08   Outcome   **DISCIPLINE: Administration**

Understand the tools and techniques of rational decision making in fire departments; including data, statistics, probability, decision analysis, modeling, cost-benefit analysis, and linear programming.	LEVEL: 300 SUGGESTED: Analytical Approaches to Public Fire Protection

AFO–09   Outcome   **DISCIPLINE: Law**

Understand and function effectively in the legal, political, and social aspects of government's role in public safety; including the legal system, department operations, personnel issues, and legislation.	LEVEL: 300 SUGGESTED: Political & Legal Foundations of Fire Protection

AFO–10   Outcome   **DISCIPLINE: Quantitative (Math)**

Understand the principles of budgeting, financial reporting, and management in governmental organizations; emphasis on the use of financial data in planning, control, and decision-making.	LEVEL: 400 SUGGESTED: Managerial Budgeting & Accounting

AFO–11   Outcome   **DISCIPLINE: Communications**

Understand the psychological and social factors affecting human work behavior and performance; including communication, motivation, leadership, social influence, and group dynamics	LEVEL: 400 SUGGESTED: Organizational Behavior

AFO–12   Outcome   **DISCIPLINE: Humanities**

Develop skills for moral decision-making in professional life; explore styles of moral reasoning based on the differing premises of duty and ethics.	LEVEL: 400 SUGGESTED: Professional Ethics

Administrative Fire Officer .... Experience

Element	Application
Agency Operations	Qualified MFO3–5 years
Coaching/Counseling	Provide coaching/counseling to new members and subordinate officers Provide member development
Directing Resources/Influencing	Participate in multiple function program management Participate in events, presentations, and other interactions with elected officials, business community, media and special interest groups
Incident Management	Serve as an Incident Commander at a significant incident managed under ICS
Planning	Inter/Intra agency project or committee leadership
Instruction	Develop/implement organizational training effort
Human Resource Management	Responsible for human resource functions including staffing, diversity, performance appraisal, accountability; also, the investigation, documentation and reporting on personnel issues including matters of discipline
Financial Resource Management	Plan, implement, manage and report budget functions at a program or divisional level
Program/Project Management	Be responsible for managing significant organizational project(s)
Interagency	Guide/direct an interagency committee or team effort Serve as organizational liaison with other agencies
Emergency Management	Participate in emergency management planning and activities for mitigation and recovery
Community Involvement	Participate in the planning and implementation of community events
Professional Associations	Membership in local, state, regional or national fire service association(s); serve on committees
Professional Contribution	Prepare or assist with the preparation of instructional / informational material for publication/presentations; make presentations

Administrative Fire Officer .... Self-Development

Element	Application
Health / Fitness	On-going Health & Wellness Program
Physical Ability	Maintain according to job requirements
Career Mapping	Begin CFOD process; learn mentorship
Communication	Large group/public presentations
Interpersonal Dynamics/Skills	Time management; Building teams; Becoming a Mentor
Diversity	Promote and reinforce organizational and community diversity
Ethics	Understand, demonstrate and promote ethical behavior for the organization
Legal Issues	Understanding the value/importance of law in its application to the organization
Technology	Develop/maintain skills to integrate and coordinate the use of technology throughout the agency Develop/maintain skills to use technology appropriate to work responsibilities
Local and/or Contemporary Hazards/Issues	Assess and analyze unique community risks and emerging issues

Officer Development Handbook

In Preparation For Service As An

EXECUTIVE
FIRE OFFICER

In pursuit of the
planned, progressive life-long process of
education, training, self-development and experience.

The *NFPA* promulgates minimum fire officer professional qualification standards for use in certification through an independent examination process. The applicable standards from NFPA 1021, for each of the four officer development levels, are included here for reference. We recommend that you include them in your professional development planning process but stress the fact that they comprise a portion of the total development process.

For the *Executive Fire Officer*, we refer you to:

NFPA Fire Officer IV Standards

Component	Content
General	Fire Officer III
General Knowledge	Advanced administrative, financial, communications, political, legal, managerial, analytical, and information management.
General Skills	Effectively apply prerequisite knowledge.
Human Resource Management	Administer job performance; evaluate and improve department performance; appraise and direct a grievance program, a training and education program, a member assistance program, and incentive program(s).
Community & Government Relations	Project a positive image of the department; assume a leadership role in community events; effectively interact with community leaders.
Administration	Coordinate long-range planning, fiscal projections; evaluate training system requirements and establish goals.
Inspection & Investigation	No additional duties
Emergency Service Delivery	Establish an on-going program of comprehensive preparedness for natural or human-caused disaster incidents.
Health & Safety	Establish a comprehensive risk management program.

With these standards in mind, we next present the essential training, education, experience, and self-development elements, which are designed to prepare you for service as an *Executive Fire Officer*.

Executive Fire Officer .... Training

Element	Note
Influencing & Presentation Skills	
Meeting Facilitation	
Risk Assessment / Management	"Cause and Effect" Analysis
Disaster Incident Management	Emergency Management Institute
EOC Management	Emergency Management Institute

Executive Fire Officer .... Education

In addition to the elements for Administrative Fire Officer, the following additional studies are to be undertaken through an accredited institution of higher education. We recommend that this level of study be undertaken at the Graduate level and should be commensurate with a Masters program. Individual programs may vary, however, the officer candidate should look for programs that meet the outcomes set forth below.

E F O – 0 1   O u t c o m e   **DISCIPLINE:**

Understands organizational life and key challenges / opportunities of managing public organizations; organizational mission, values, communication, culture, policy process, legislative-executive relations, and media relations	LEVEL: Graduate SUGGESTED: Public Management I

E F O – 0 2   O u t c o m e   **DISCIPLINE:**

Understands organizational design, personnel, and management in mission-driven organizations; includes organizational design, networks, service delivery, managing for performance, and ethical leadership.	LEVEL: Graduate SUGGESTED: Public Management II

E F O – 0 3   O u t c o m e   **DISCIPLINE:**

Understands decision making from normative, prescriptive, and descriptive perspectives; individual decision-making and organizational decision practice; decision analysis.	LEVEL: Graduate SUGGESTED: Decision Making for Public Managers

E F O – 0 4   O u t c o m e   **DISCIPLINE:**

Understands managerial uses of accounting and financial management in the public sector; includes fund accounting, cost accounting, asset accounting, internal controls, auditing, financial analysis and reporting.	LEVEL: Graduate SUGGESTED: Financial Management in the Public Sector

E F O – 0 5   O u t c o m e   **DISCIPLINE:**

Understand the issues involved in the implementation of public policy and programs; the institutional and political constraints on policy making and the skills needed to address them	LEVEL: Graduate SUGGESTED: Management of Policy Process

EFO−06   **Outcome**   **DISCIPLINE:**

Understands the nature of public sector executive life; the function of leadership in implementing and changing policy; leadership styles, the relation of leadership to its constituencies.	LEVEL: Graduate SUGGESTED: Executive Leadership

EFO−07   **Outcome**   **DISCIPLINE:**

Understands the legal framework of administrative action; constitutional requirements; operation of the administrative process; and judicial review of administrative activity.	LEVEL: Graduate SUGGESTED: Public Administrative Law

EFO−08   **Outcome**   **DISCIPLINE:**

Understands moral issues in public life; integration of moral concerns into public discussion resulting in good policy without polarization.	LEVEL: Graduate SUGGESTED: Ethics and Public Policy

EFO−09   **Outcome**   **DISCIPLINE:**

Understands possibilities offered by mediation and negotiation techniques to resolve disputes and disagreements over public-policy issues	LEVEL: Graduate SUGGESTED: Mediation and Negotiation

EFO−10   **Outcome**   **DISCIPLINE:**

Understands theories and models of behavioral science in organizational diagnosis and development (OD); review of the OD approach; diagnosis, problem confrontation, and team building.	LEVEL: Graduate SUGGESTED: Organizational Development in Public Agencies

EFO−11   **Outcome**   **DISCIPLINE:**

Understands theory, practice, and politics of program evaluation, from simple feedback mechanisms to evaluation of large-scale programs.	LEVEL: Graduate SUGGESTED: Program Evaluation

EFO−12   **Outcome**   **DISCIPLINE:**

Understands theory, practice, and politics of developing an organizational strategic plan; incorporating multiple, diverse stakeholders.	LEVEL: Graduate SUGGESTED: Strategic Planning

EFO–13   Outcome   **DISCIPLINE:**

Understands theory, practice, and politics of developing and carrying out an implementation plan for an organizational strategic plan.	LEVEL: Graduate SUGGESTED: Strategic Plan Implementation

EFO–14   Outcome   **DISCIPLINE:**

Understands how to formulate research questions, conduct research, and assess statistical tools or research methods to answer different types of policy or management questions.	LEVEL: Graduate SUGGESTED: Quantitative Analysis

Executive Fire Officer ....Experience

Element	Application
Agency Operations	Qualified AFO 4 years
Coaching/Counseling	Participate in interagency coaching/counseling efforts Direct member development programs
Directing Resources/Influencing	Manage one or more functional areas of the organization Manage organizational change efforts
Incident Management	Multiple experiences as an Incident Commander at significant incidents managed under ICS and/or function as a section chief of an ICS overhead team
Planning/Research	Assist/lead a strategic level of planning for a program or division; participate in the analysis, interpretation and reporting of empirical data
Instruction	Assess/evaluate organizational professional development needs; establish and communicate strategic direction
Human Resource Management	Participate in the development of human resource strategies for the agency
Financial Resource Management	Participate in the development of strategic financial planning; e.g., revenue projections, capital budgeting, fiscal controls, audits
Program/Project Management	Direct/manage the development and implementation of a significant policy change or addition
Interagency	Develop interagency agreements, contracts, MOU's, etc. Develop regional protocols/procedures
Emergency Management	Lead the planning, training and the exercise of emergency management preparation and response activities; work in an EOC; serve on multi-agency projects and teams
Community Involvement	Represent the agency with a community groups or agencies
Professional Associations	Active membership and involvement in local, state, regional or national association(s)
Professional Contribution	Serve on state and/or national boards, committees, task forces, and related policy work groups

Element	Application
Health / Fitness	On-going Health & Wellness Program
Physical Ability	Maintain according to job requirements
Career Mapping	Complete CFOD process; be a mentor
Communication	Interagency relations; Interest-based negotiations
Interpersonal Dynamics/Skills	Professional Development Executive programs; e.g., Harvard Program
Diversity	Celebrate organizational and community diversity
Ethics	Understand, demonstrate and promote ethical behavior for the profession
Legal Issues	Understanding the value/importance of law in its application to the community Influencing/participating in the development of law
Technology	Provide strategic direction on the use of technology within the organization Develop/maintain skills to use technology appropriate to work responsibilities
Local and/or Contemporary Hazards/Issues	Predict emerging local issues and trends

Officer Development Handbook

APPENDIX

In pursuit of the

planned, progressive life-long process of

education, training, self-development and experience.

STAKEHOLDERS

- ✦ International Association of Fire Chiefs
- ✦ National Fire Academy (USFA & FEMA)
- ✦ National Fire Protection Association
- ✦ Higher Education Institutions / Coordinators
- ✦ TRADE
- ✦ State Fire Marshals / State Training Directors
- ✦ State Higher Education Associations
- ✦ State Fire Chiefs' Associations
- ✦ Society of Executive Fire Officers
- ✦ Metro Chiefs
- ✦ Black Chief Officers Association
- ✦ National Association of Hispanic Firefighters
- ✦ Women in the Fire Service, Inc.
- ✦ Commission on Fire Accreditation International (CFAI & CFOD)
- ✦ International Fire Service Accreditation Congress
- ✦ National Board on Professional Fire Service Qualifications
- ✦ American Association for Adult Continuing Education
- ✦ International Association of Fire Fighters
- ✦ National Volunteer Fire Council
- ✦ International City / County Management Association
- ✦ National League of Cities
- ✦ National Association of Counties

GLOSSARY

❑ **CFOD**

Chief Fire Officer Designation; a subsidiary of the Commission on Fire Accreditation International

❑ **Career Mapping**

To plan in detail the pursuit of consecutive progressive achievement especially in public, professional or business life

❑ **Coach**

One who instructs or trains an individual or a team; one who instructs in the fundamentals of an activity and directs group or team strategy

❑ **Communication**

A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; exchange of information

❑ **Community Involvement**

Participate; take part; to commit; to have an effect on people living in a particular area or an interacting population of various kinds of individuals in a common location

❑ **Counseling**

Give advice especially as a result of consultation with law, policy or expertise

❑ **Customer Service**

Work performed for one who is purchasing or receiving a service; a contribution to the welfare of others; a helpful act; useful labor that does not produce a tangible commodity

❑ **Direct Resources**

Regulate activities; carry out the organizing and supervising; train and lead performance; show or point out the way with authority

❑ **Diversity**

Differing from one another; composed of distinct or unlike elements or qualities

❑ Ethics

The discipline dealing with what is good and bad; moral duty and obligation; a set of moral principles or values; the principles of conduct governing an individual or a group

❑ Emergency Management

An organized system that incorporates planning for, mitigating against, responding to, and recovering from disasters

❑ FESHE

Fire & Emergency Services Higher Education

❑ Financial Resource Management

Exercise executive, administrative, and supervisory direction of monetary resources or the functions necessary to carry out the financial policies of an organization

❑ Fitness

Sound physical and mental state; adapted to an end or design; adapted to the environment so as to be capable of surviving; being in such a state as to be or seem ready to do something

❑ Health

The general condition of the body; being sound in body, mind, or spirit; freedom from physical disease or pain

❑ Human Resource Management

Exercise executive, administrative, and supervisory direction of personnel or the functions necessary to carry out the personnel policies of an organization

❑ IAFC

International Association of Fire Chiefs

❑ IFSAC

International Fire Service Accreditation Congress

❑ Incident Command

A systematic means of providing the authoritative direction of resources in response to a situation with the potential for serious consequences

❑ Influence

The power or capacity of causing an effect in indirect or intangible ways

❑ Instruction

The action, practice, or profession of teaching; to cause to know or to know how to function

❑ Interagency

Occurring, shared by, involving or carried on between two or more administrative divisions of a government

❑ Interpersonal Dynamics

Forces and activity involving relations between persons

❑ Legal Issues

A matter of dispute between two or more parties or an unsettled matter relating to law

❑ Mentor (n)

Trusted counselor or guide

❑ Physical Ability

The sufficient power, skill and resources of the human body to perform or function as needed

❑ Planning

Arranging the component resources so as to realize or achieve an objective

❑ Pro Board / NBFSPQ

National Board on Fire Service Professional Qualifications

❑ Professional Association

An organization of persons having a common interest and associated with a principal vocation, employment or avocation

❑ Professional Contribution

To give toward or play a significant part in bringing about a result for a group of persons having a common interest and associated with a principal vocation, employment or avocation; to submit articles to a publication

❑ Professional Development

The planned, progressive life-long process of education, training, self-development and experience

❑ Program Management

Directing or supervising a planned system designed to achieve a goal(s)

❑ Project Management

Directing or supervising a planned undertaking, task or problem according to a single plan

❑ Research

Studious inquiry, investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws; the collecting of information about a particular subject

❑ Teamwork

Work done by several personnel with each doing a part; each person subordinating personal prominence to the efficiency and effectiveness of the group or team

❑ Technology

The practical application of knowledge especially in a particular area; a manner of accomplishing a task especially using technical processes, methods, or knowledge
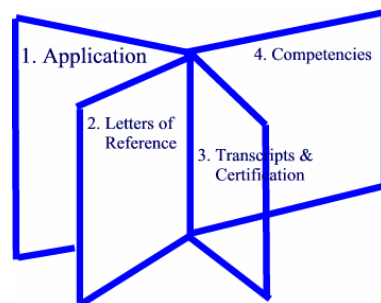
Chief Fire Officer Designation

The Chief Fire Officer Designation (CFOD) Program is intended for Officers at the Administrative level and higher. The program was designed with the assistance of a task force and the IAFC Professional Development Committee (PDC) to help incumbent an up and coming officers to have a tool for measuring their success as a Chief Fire Officer. The CFOD program is recognition for individuals who are building a professional career in the fire industry. We believe that the CFOD program is well rounded and tells a story of how the applicant has achieved and performed in their career.

It should also be noted that the CFOD Program will continue to interface with the Professional Development Committee of the IAFC to ensure that career development processes are utilized.

To complete the CFOD Application an officer must have a minimum of 150 points in education and experience to complete the competency portion and submit a portfolio to the Commission on Fire Accreditation International, Inc. As long as an officer has followed the IAFC's professional development model the officer should not have any difficulty meeting the minimum requirements. Below is a picture of how the CFOD portfolio should be set up.

Professional Development Portfolio

Set-up

We are constantly striving to improve the program, as new items come along and we continue to evolve as a profession, so will the Chief Fire Officer Designation program. If interested in the program please contact the Commission on Fire Accreditation International, Inc. 4500 Southgate Place, Suite 100, Chantilly, VA 20151. 1-866-866-2324 or by e-mail cfodasst@cfaimet.org, website www.cfainet.org.

Degrees at a Distance Program

Increasingly, most chief and midlevel officers in the Nation's leading fire departments are being required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an independent-study degree program sponsored by the *National Fire Academy* (NFA), which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes. While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department work shifts normally make classroom attendance difficult.

DDP institutions emphasize faculty-student interaction through written and telephone contact. Students receive detailed guidance and feedback on the required assignments and take proctored final exams at hometown locations.

DDP CURRICULUM GOAL
To develop a common body of knowledge in fire, life safety, and emergency services

FREQUENTLY ASKED QUESTIONS:

WHAT EXACTLY IS THE DEGREES AT A DISTANCE PROGRAM?
The Degrees at a Distance Program (DDP) is a way to take college courses that can be used towards a bachelor's degree with concentration in the areas of fire administration or fire prevention technology. The program is offered through a national network of four-year colleges and universities. Your regional college provides you with the opportunity to get a college education through independent study. The program is managed by the National Fire Academy (NFA).

WITHOUT BEING IN A CLASSROOM ENVIRONMENT, WHAT KIND OF ACADEMIC INTERACTION CAN I EXPECT?
Each DDP college or university emphasizes faculty-student contact. You will maintain contact with your instructors by mail, telephone, and/or computer communication. You

will receive detailed guidance and analytical comments on each of your required assignments. You may take proctored exams at convenient locations.

MAY I TAKE A COURSE EVEN IF I DON'T WANT TO PURSUE A DEGREE AT THIS TIME?

Yes. Those students who simply wish to upgrade their professional skills may take individual courses for credit. NFA certificates are awarded for the successful completion of six courses.

WHAT IF I HAVE AN ASSOCIATE DEGREE?

This program is perfect for you. DDP courses are junior-senior level. Your regional college will give you guidelines and will map your bachelor's degree route.

HOW IS THIS PROGRAM DIFFERENT FROM GOING ON CAMPUS AND TAKING A REGULAR COLLEGE COURSE?

In this program you get full upper-level college credit, but the emphasis is on independent study with no classroom attendance required. When you register for a DDP course, you obtain an instructional package which includes the Course Guide and required texts. This complete learning package makes it possible for you to learn without classroom attendance as you maintain your work schedule.

WHAT IMPACT COULD THIS PROGRAM HAVE ON MY CAREER?

Education is often a key to advancement. By increasing your academic qualifications and your professional experience, your opportunities are likely to increase and your sense of personal accomplishment can be heightened.

Additional information is available online at:

http://www.usfa.fema.gov/fire-service/nfa/higher-ed/nfa-high.shtm

Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the United States Fire Administration/National Fire Academy designed to provide senior officers and others in key leadership roles with enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning. The program also provides an understanding of:

✦ The need to transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk-reduction;

✦ Transforming fire and emergency services organizations to reflect the diversity of America's communities;

✦ The value of research and its application to the profession; and

✦ The value of lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division-baccalaureate equivalent courses. The EFOP spans a 4-year period with 4 core courses. Each course is 2 weeks in length.

EFOP participant must complete an Applied Research Project (ARP) that relates to their organization within 6 months after the completion of each of the four courses. A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.

Additional information is available online at:

http://www.usfa.fema.gov/fire-service/nfa/courses/oncampus/nfa-on2.shtm

IFSAC

What is IFSAC? IFSAC is the International Fire Service Accreditation Congress. It is a peer driven, self governing system that accredits both fire service certification programs and higher education fire-related degree programs. IFSAC is a nonprofit project authorized by the Board of Regents of Oklahoma State University as a part of the fire service programs mission of the College of Engineering, Architecture and Technology. The IFSAC Administrative Offices are located on the Oklahoma State University campus in Stillwater, Oklahoma. The administrative staff consists of the IFSAC Manager, a Unit Assistant and Student Staff Technicians.

What is the difference between certification and accredited?
To accredit is to give official authorization to or approval of; to provide with credentials; to recognize or vouch for as conforming to a standard; to recognize (an educational institution) as maintaining standards that qualify its graduates for admission to higher or more specialized institutions or for professional practice. Accredit is often confused with certify. Accreditation involves the program or institution itself while certification is a function of the program or institution and applies to individuals.

Is my fire department accredited?
IFSAC does not accredit fire departments. Actually, this has recently been offered through the Commission on Fire Accreditation International (CFAI). The Commission has developed criteria through the joint efforts of the International Association of Fire Chiefs (IAFC) and the International City Management Association (ICMA).

What kind of training does IFSAC offer?
IFSAC does not provide training of any sort. It is the responsibility of IFSAC to accredit certificate programs.

How do I obtain my transcripts and verify any college credit that I have received through the courses I have taken?
Unfortunately, IFSAC Administration cannot provide transcripts and/or earned credits for these courses.

The only thing IFSAC would be able to do is confirm that you have been certified for the courses you have taken and that you are located within our registry.

The entity from which you received your certificate is who you will have to contact regarding your question. They should be able to provide you with the transcripts or training records. Most entities will call them training records due to the fact that some colleges get confused with the wording.

Also bear in mind, that most certificate courses such as Fire Fighter I, II, etc., are not considered as college credit earning courses. They are usually classified as continuing education courses for adults. In this case, you will not have earned any college credit.

Either way, it is suggested that you contact the entity from which you earned the certificate(s). They will be able to tell you whether or not you have earned college credit and how to obtain a copy of your training records.

Further information is available online at:

http://www.ifsac.org

NBFSPQ

The purpose of the National Board on Fire Service Professional Qualifications (Pro Board) is to establish an internationally recognized means of acknowledging professional achievement in the fire service and related fields. The primary goal is the accreditation of organizations that certify uniform members of public fire departments, both career and volunteer. However, other organizations with fire protection interests may also be considered for participation. Accreditation is generally provided at the State or Provincial level to the certifying authority of that jurisdiction.

Accreditation: The Pro Board accredits fire service training agencies that use the National Fire Protection Association's (NFPA's) professional qualification standards. The accreditation process begins with the submission of an application, including a detailed self study document, by the organization seeking accreditation. The application package is then reviewed by the members of the Committee on Accreditation (COA) for completeness and compliance with the by-laws of the Pro Board. The next step is a site visit by a team of COA members, usually two, who perform an extensive on-site review of the organization's testing and certification processes. The site visit team prepares a report and presents it to the COA. The COA decides if accreditation is granted.

Certification: An agency accredited by the Pro Board makes national certification available to its members. Members are then eligible to be placed on the Pro Board's national register and receive a Certificate of National Certification. In addition, the Pro Board encourages reciprocity among certifying agencies. This helps assure that Pro Board certification will be recognized by the department as the members seek advancement, and by other departments should they seek to transfer within the fire service. The cost of national registration including a Pro Board Certificate is $15.

Benefits: Professionalism has long been a goal sought by the fire service. It has only been within the past 25 years that a system has evolved to produce national professional qualifications standards that an agency can use to establish performance measures for training programs. Agencies that achieve Pro Board accreditation are recognized as having met the rigors of review by an independent organization. This independent review is the best way to assure candidates and governance bodies that the training agency's program meets the national standards.

Certification from a nationally accredited agency is a statement of success, an indisputable mark of performance belonging to individual fire service professionals. Each successful candidate for certification from an accredited agency knows that he or she has been measured against peers and meets rigorous national standards. National certification affords the individual a uniformity and portability of qualifications. In addition, the credibility of an organization is enhanced by having members certified to national consensus standards. A high percentage of certified members within a department should certainly help managers in their pursuit of adequate funding at budget time.

Organization: The Pro Board is sponsored by five prominent fire service organizations. Each organization seats one member on the Board of Directors whose task it is to set policy and oversee operations of the system. The Committee on Accreditation is comprised of representatives appointed by each of the sponsoring organizations and representatives elected by the accredited agencies. They are charged with the task of accreditation through review of applications, site visits and implementation of policy set by the Board of Directors. The Advisory Committee is comprised of delegates from all of the accredited agencies. It serves as a conduit for policy questions and suggestions to be addressed by the Board of Directors and/or the COA.

Further information is available online at:

http://www.theproboard.org